



Reform Redesign Report

Marshall, Thurgood Elementary School

Detroit City School District

Sharon Lee
15531 LINWOOD ST
DETROIT, MI 48238-1465

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Thurgood Marshall is a small school that focuses not only on the child, but the whole family. We take great pride in establishing positive relationships.

Our school climate promotes a "village" and/or "family" atmosphere. As a small close knit community, we believe that we are all stakeholders when it comes to the education and well being of each and every student. We pride ourselves on involving the outside communities that have committed to change through education and donating supplies to support our programs.

Each classroom is equipped with highly qualified staff members who utilize the latest technology available such as Netbooks, Smart Boards and Neo-Boards.

Our staff is collaboratively committed to teaching students beyond expectations by pushing for extraordinary results. The ability to make a difference is imperative. It is our expectation that students will have productive business orientated attitudes that will lead to an experience of life-long learning.

We have approximately 400 students in grades Pre-K to Sixth. 98.7% of our students are African American/Black, 0.3% American Indian, and 0.3% Hispanic. 95.5% of students at Thurgood Marshall Elementary School participate in the free and reduced meal programs. We have slightly more boys than girls, 54.1% of our students are male and 45.9% are female.

Our students live a once middle class community that has deteriorated into a high crime low income community plagued with deteriorated dilapidated housing and unemployment. Our school is located in the heart of the city of Detroit at Lodge Freeway and Linwood Avenue. Our school is a small close knit community and we believe that we are all stakeholders when it comes to the education and well being of each and every student. Our mission embrothers on the fact that all children can learn! Our administration and staff thrives on providing instruction and guidance for all students. Marshall encumbers very minor in school behavior challenges, but outside of school, there are still challenges "coming from home". We strongly encourage our students to empower themselves by taking ownership of their education. We work exceptionally hard and collaboratively with our parents, staff as well as the community to facilitate our vision to exceed academic standards in education.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our Vision

To become an open, globally competitive learning environment where students are proficient or exceed academic standards set forth by the District, State & National Departments of Education.

Our Mission

The philosophy of Thurgood Marshall Elementary School is to provide & enhance the intellectual, physical & social development of our students. We believe in providing an educational environment that is caring, trusting, challenging, healthy & safe. We have high expectations for our students & hold ourselves accountable for improving the knowledge & attitudes that are necessary for success.

We offer:

After-School Tutoring/Extended Day Program, 21st Century After-School Program, Accelerated Reading/Math, Academic Games, Project Seed, DAPCEP, Summer Learning Academy, Chess, Girl Scouts, Universal Breakfast & Lunch, RIF (Reading Is Fundamental), Science Club, Cheerleading, Student Government, Basketball, Play Works, Special Olympics, Volunteer Reading and Business Corps, Project Unified, Church/Civic Group Mentors, Dad's Club, Girl's Talk Club, Boy's Talk Club, Mother & Son Dance, Father & Daughter Dance, Monthly Educational Trips.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our prominent accomplishments include having two staff teachers who have been recognized by the State of Michigan as Exceptional in their areas of expertise for 2012 and 2013, we have 2 additional staff member who are Nationally Board Certified in teaching, in addition to our entire staff whom are committed to constant life- long professional development opportunities to ensure our students are prepared for their educational endeavors. Marshall Elementary has secured the commitment of T-Mobile International Phone Company to refurbishing the entire school building through painting hallways and classrooms. We have been highlighted by the local media (Channel 4) and featured as one of Detroit's "Best Kept Secrets". We also provide care packages and counseling for families in need on a consistent bases as well as parent workshops. Pilgrim Village Community Organization has dedicated their group to help with additional services such as keeping our "Blight" around the school at a minimum and donating Thanksgiving and Christmas baskets to our needy families.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our Principal

Sharon Lee comes to Detroit Public Schools via working in Management at Ford Motor Company and Ameritech. She has more than 12 years of experience as a DPS administrator.

Principal Lee plays an enormous role by helping parents support their children emotionally as well as academically. She speaks with students daily about what is learned. Ms. Lee's expertise is also in the Sciences where she was a Detroit Area Pre-College Engineering (DAPCEP) teacher, curriculum writer, and administrator. Her educational goal is to provide a strong academic base for her students and parental support for all families.

Our School

Our school provides breakfast, lunch and hot supper on a daily basis. Our student's are involved in different activities such as student council, academic games, DAPCEP (Detroit Area Pre-College Engineering Programs), Special Olympics as well as the 30 members of the Volunteer Reading Program.

Thurgood Marshall's population is extremely transit with high poverty concerns. Our parent surveys indicate that the need for the DHS (Department of Health Services) is in great demand. It has been discovered that nearly 90 % of our families receives some kind of supplemental service. Our surveys also reflect that our parents are in need of GED services as well.

We are working with rigor and diligence to develop to strategies to raise our student's academic performances on State and District Wide Test scores. We have high expectations for our student's and hold ourselves accountable for improving their knowledge and maintaining an attitude that is necessary for success. We pride ourselves on involving the outside communities that have committed to change through service and education.

Turnaround Redesign Diagnostic

Introduction

The Turnaround Model includes, among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

REFORM TEAM PERSONNEL:

Name, Title or Role, Email Contact Information

Krystal Bolar, Science Teacher, krystal.bolar@detroitk12.org

Denise Morrison, Parent; President of LSCO

Kathy Helm, Pilgrim Village Community Representative,

Adrienne Hill, WRESA School Improvement Facilitator,

Ricky Jones, Academic Engagement Administrator, ricky.jones@detroitk2.org

Rae Hawkins, Grade 6 Teacher, rae.hawkins@detroitk12.org

Tanisha Johnson, Grade 4 Teacher, tanisha.johnson@detroitk12.org

Sharon Strean, MSU Intervention Specialist, streansh@msu.edu or SWS0310@aol.com

Sharon Lee, Principal, sharon.lee@detroitk12.org

Rosemary West-Bowlson, Instructional Specialist, rosemary.west-bowlson@detroitk12.org

Dorothy Wilson, Math Teacher, dorothy.wilson@detroitk12.org

YoLanda Portis, Grade 6/7 Teacher, yolanda.portis@detroitk12.org

Ruby Olden, Grade 3 Teacher, ruby.olden@detroitk12.org

Dominique Bowlson, Special Needs Teacher, dominique.bowlson@detroitk12.org

Kimberly Dean, School Counselor, kimberly.dean@detroitk12.org

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

Based on our research using our schools' MEAP, MAP, MI-Data, surveys, stakeholders' interviews, and teacher designed curriculum assessments, we determined the following: increasing student performance through Differentiated Instruction in the subjects of Reading; Math; and Writing for the school year of 2013-2014. In year 2014-2015, improving student performance in the areas of Science & Social Studies, through Differentiated Instruction.

The three Big Ideas at Thurgood Marshall are: (1) The implementation of Differentiated Instruction for students; (2) The development/implementation of Professional Learning Communities; and (3) Enhance Cultural Environment through Community Involvement emphasizing the whole child.

Increasing our student's performance by 10 percent on the MEAP assessment each year in all four core areas will be addressed via: extended school day; summer school; differentiated instruction; teachers adjusting to meet the needs of the student; objectives aligned with the common core; professional development; formative evaluation; staff development regarding assessing student data; teachers using a variety of teaching techniques such as grouping, field trips, "Play work" i.e. character development; and using technology in the classroom.

We will increase parent involvement via developing regular opportunities and/or avenues for parent engagement such as "Bring Your Parent to School Day"; community activities in conjunction with local and agencies; inviting parents to chaperon school-wide field trips and visit classrooms. Communicate monthly via Classroom Newsletters; Parent Surveys; attend special events such as Honors Assembly, Christmas Program, Veteran's Day Appreciation, Volunteer Reading Corp., and Parent Workshops.

Success Rate:

Thurgood Marshall's 2011 MEAP data is our baseline data. It includes the following information:

READING

Grade	Percent Proficient
03	28%
04	21%
05	18%
06	60%

MATH

Grade	Percent Proficient
03	0%
04	0%
05	0%
06	6%

SCIENCE

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Grade	Percent Proficient
05	0%

SOCIAL STUDIES

Grade	Percent Proficient
06	0%

WRITING

Grade	Percent Proficient
04	14%

Using our MEAP & MAP scores as our primary data and other supporting data such as:

- Dynamic Indicators of Early Literacy Skills (DIBELS)
- STAR Reading
- STAR Math
- Accelerated Reader
- Accelerated Math
- Teacher Created Assessments
- Student Portfolios
- Student Writing Folders
- Student Driven Formative Assessments
- Student Longitudinal Studies, Demographic Information, Attendance, and Student Mobility Information.
- Student Information System (SIS)
- Parent, Staff and Student Surveys

Our goal is to increase student performance by 10% annually in the four core content areas.

State what data were used to identify these ideas.

Thurgood Marshall Learning Community of staff and community leaders mined the following data resources to identify areas needed for student achievement : 1. MEAP student performance data, 2. Measures of Academic Progress i.e. MAP (a computerized adaptive assessment evaluation given three times per year authorized by the school district) data, 3. STAR assessments i.e. STAR Reading, STAR Math, and STAR Early Literacy data and STAR individual student reports to help teachers differentiate their instruction and develop individualize student learning plans, 4. Teacher assessments, 5. DIBELS (K-2) which is a district purchased program that gauge student performance as needed with Progress Monitoring of benchmarks, instantly aggregate data and creates reports, and delivers instruction that meets the needs of the student at every achievement level. One can observe growth, create intervention groups, and devise intervention strategies with this program.. 6. Student Information System to specifically address student mobility and student attendance issues, and

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parent, staff, and student surveys. Our MEAP and MAP data are our primary resource for assessment and evaluation. The other much needed data help crystallize and specifically target areas for instructional intervention. MEAP primary status is related to the fact that the State of Michigan uses the MEAP performance to determine students' performance/success.

Therefore, our learning community has decided to use the same "MEAP" & "MAP" tools to validate student learning and success. Also, the State of Michigan has adopted the Common Core State Standards (CCSS). MEAP will assess student performance base on those standards.

An overview of our data contributed to the development of our three big ideas. Our data sources include Student Information System (SIS); MEAP; Parent Sign In Sheets and Parent Survey; MAP; DIBLES, etc. Information from our Student Information System indicates student average attendance in 2010 was 80%; 2011 increased to 87%, including 72% of our first year students did not come from our school nor attend preschool or kindergarten.

MClass: DIBELS indicates Grade K students 65% are well below Benchmark. Grade 1 students 84% are well below Benchmark. Grade 2 students 45% are well below Benchmark. Grade 3 students 29% are well below Benchmark. Grade 4 students 70% are well below Benchmark. Grade 5 students 100% are at Benchmark.

Our MEAP data indicates

Grade 3 -73% Not proficient in Reading - 100% Not Proficient in Math;

Grade 5 -82% Not proficient in Reading - 100% Not Proficient in Math - Science 100% Not Proficient

Grade 6 -51% Not proficient in Reading - 94% Not Proficient in Math - Social Studies 100% Not proficient

When interpreting our MEAP Data

Students who earn Level 4 Not Proficient and/or Level 3 Partially Proficient are recorded as NOT PROFICIENT is our analysis and summations

Students who earn Level 2 Proficient and/or Level 1 Advanced are recorded as PROFICIENT is our analysis and summations

Partially Proficient student are identified and appropriate correctives are initiated. However, these students are classified "NOT PROFICIENT"

The state only credits Proficient and Advanced for Proficient scoring/credit.

Parent Survey and Sign In Sheets - less than 1% average Parent participation

The Common Core State Standards will enable the Thurgood Marshall learning community to work together to:

- Make expectations for students clear to parents, teachers, and the general public.
- Encourage the development of textbooks, digital media, and other teaching materials aligned to the standards.
- Develop and implement comprehensive, balanced assessments to measure student performance against the Common Core State Standards. This will replace the existing testing programs that are difficult to compare across the country and often do not provide educators with enough information to make timely decisions that positively impact instruction.
- Evaluate policy changes needed to help our students and educators meet the standards.

The Common Core State Standards align closely with current Michigan GLCE and HSCE. District curricula and assessments that provide a K-12 progression for meeting the earlier MEAP requirements will require minimal adjustments to meet the CCSS. This allows for curriculum and assessment alignment in SY11-12 and implementation during SY12-13 or sooner.

Herewith, by using CCSS and MEAP data for our primary resource for student evaluation, our leadership team can implement educational standards to facilitate student achievement and help our teachers ensure our students have the skills and knowledge they need to be successful by providing clear goals and clear expectations for student achievement and student assessment. Additional data will further help the leadership to focus with specific accuracy initiatives and correctives specific for our students' needs. We discovered from our "Student Information System[D3] " that 71% of our first graders had not attended Thurgood's nor any Pre-K or Kindergarten program. With that information supported by our students' low first grade performance evaluations we initiated an aggressive differentiated instruction program to address reading and emergent reading skills for grades K-1. In the future, we will heavily recruit eligible Kindergarten students by word of

mouth from our parents, flyers, and phone blasts to ensure that although Kindergarten is still not mandated in the state of Michigan, our students are starting with a solid foundation of basic skills necessary for them to reach grade level beginning with Grade One.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

The District Executive Leadership, which includes: Jack Martin, Emergency Financial Manager; Karen Ridgeway, Superintendent; Shirley Mobley-Woods, Chief of Staff; Derrick Coleman, Assistant Superintendent; and Steve Wasko, Chief Communications Officer, reviewed several candidates credentials and past performance for the principal position at Thurgood Marshall. This Selection Committee reviewed candidates over a two month period. The team interviewed Sharon Lee. The final selection was completed in June 2011. The Selection Committee, in consultation with Thurgood parents and stakeholders, i.e. LSCO, determined Ms. Lee was the best candidate for Thurgood Marshall. Ms. Sharon Lee was assigned the principal position beginning in the 2011 school year.

The first year of Ms. Lee's leadership produced the following results: 1. Created Parent Connections offering Hustle classes, cooking classes, DTE Presentation/Workshop for parents; 2. Instituted monthly Field Trips for both parents/guardians and students; 3. Increased parent involvement via Cranbrook Private Academy presentation, Smiley the Clown, School-Wide Open House; and Four Parent workshops; 4. Was in TV news twice as being one of "Detroit's Best Kept Secrets"; 5. Applied for and received a \$5,000 grant from T-Mobile to paint and upgrade the building using over 100 community volunteers; 6. Received Comerica Bank gift of 100 book-bags for our students; 7. Free books for our students via New Prospect Church sponsored Book Fair; 8. K.A.Y. Fraternity and Sorority sponsored Dental Project serviced by 100 men and a Dental Van offering free dental care for our students ; 9. Instituted the "Dolphin Pledge" and "Mission Statement" to be recited daily at the beginning of every school day; 10. Recruited Elementary Social Studies Teacher of the Year and Elementary Science Teacher of the Year to become part of Thurgood's teaching staff; 11. Instituted Grade Level meetings, Lead Teacher mentoring; 12. Increased student enrollment by 22% and improved attendance 9%; 13. Bridged with Wayne State University for student Math instruction by visiting College Math professor; 14. Earned 95% on Detroit's "Excellent Schools" assessment .Principal Lee was chosen because she has exhibited the following skills: analyzing data to drive successful instruction, developing public relations systems to ensure the community is informed of school goals and achievements, researching education trends and best practices, and facilitating continuous improvement by enabling staff to participate in communities of learning.

Principal Lee is also skilled to address the new layers of challenges for leaders who must adapt quickly and make headway with a student population and community mired in academic failure. Principal Lee has several years of experience turning around low performing schools. During Lee's tenure at her last school i.e. Remus Robinson Academy, Principal Lee exhibited talents and abilities to facilitate and maintain a sharp focus on improving instruction, establishing an action plan to deliver consistent improvement of student achievement, and quickly building a staff that is committed to the school's improvement goals. Principal Lee is highly qualified to carry out school improvement.

The District used School Turnaround Leaders: Competencies for - Public Impact

www.publicimpact.com/.../Turnaround_Loader_Competencies to determine the competencies for a principal leading a turn-around school.

The competencies addressed include: 1. The ability to identify and focus on early wins and big payoffs; 2. Ability to break organizational norms; 3. The ability to act quickly in a fast cycle; 4. The ability to collect and analyze data; 5. The ability to make action plans based on data; 6. The ability to choose and influence people i.e. staff and community stakeholders.

Ms. Lee exemplifies these above skills as shown in her first year at Thurgood. Principal Lee has turned around her previous school i.e.

Remus Robinson. Remus was marred with a history of gang related violence, low attendance, low staff morale, and low MEAP scores. Ms. Lee recruited and empowered her staff, students, and community. The school became a school with little to virtually no gang activity, positive moral, and observed an increase in MEAP performance. The local police was so impressed with Ms. Lee turning the school around, that they often consulted her regarding potential neighborhood problems. The community respected and admired Principal Lee. She would travel throughout the community and meet with the parents, students, and gang members in their home and articulate the expectation of Remus

being be a safe place for all students. For the most part, the students left their gang activity and drug involvement outside the school campus. Remus was an oasis for peace and student learning in a community of violence chaos. After six months of Principal Lee's leadership, student suspension and request for police dropped 82%.

Principal Lee has a Post Masters in Educational Leadership, and postgraduate studies of Data Driven Decision Making and [D7] Harvard University. Principal Lee is a presenter for numerous organizations, such as: Metropolitan Detroit Science Teachers' Association; National Science Teachers' Association; Black Child in Crisis Conference; Metropolitan Assessment Test Seminar; and Area E Science Fair In-service. Principal Lee has won numerous awards such as: Spirit of Detroit Award; Booker T Washington Educator Award; MDSTA Outstanding Science Teacher; University of Michigan DAPCEP Outstanding Teacher; Science Teacher of the Year; Grant School Science Couch; Michigan Space Recipient. Principal Lee has served in industry as a Cost Analyst, Ford Motor Company; Marketing Supervisor, Michigan Bell; and Product Manager at Ameritech. The District will align the principal selection process for Priority Schools to the "two-year rule."

See Attachment: Resume

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

The District provides the school the flexibility for the principal to choose her staff. Approximately fifty percent (50%) of the staff has been replaced beginning 2012 school year. The District supports the local school's new learning community of staff, parents, and stakeholders to develop the school's calendar, time, and budgeting via Consolidating Funds in a Title 1 School wide School. The overall goal of the school is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach proficiency on state academic assessments. Decisions are based upon emphasizing data-based strategic planning, literacy instruction, technology for instructional and information management use, business management, and assessment.

Thurgood was given flexibility in staffing, calendars and budgeting. Principal Lee was given authority to replace any teacher and/or staff member within Thurgood Marshall. The displaced teachers/staff would be absorb by the district and either laid off, terminated, or reassigned to another school based on each specific teacher's past performance and assessments. New hires could come from either DPS laid off staff or new hires. Principal Lee replaced 60% of her staff. Principal Lee actively recruited who she felt would be the best teachers/staff person for her school. Principal Lee reviewed resumes, follows up on references and curriculum vitae and interviewed potential new hires. She actively recruited two teachers who were teacher of the year. Principal Lee's new staff includes seasoned teachers, new recently graduated college educators, math specialist, etc. All the teachers have displayed a rigor in their instruction and a willingness to grow in their craft and genuine love for teaching and their students.

Thurgood also has flexibility with the school calendar. The school adheres to the district calendar for district events, but the school events are independent from the district calendar. We offer flexible meeting times for our parents. Meetings are scheduled in mornings, noon, afternoon, and evening. Evening meetings offer childcare. Parent workshops offer childcare. Open house activities are scheduled throughout the day.

Parents are involved in scheduling meetings via LSCO meetings, parent surveys, parent suggestion box, and one on one conversation. The District allowed Thurgood to consolidate our funds which allowed more flexibility in funding. Principal Lee has purchased additional teaching staff i.e. Two Math specialist through the school budget consolidation.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school

times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates. We reduced our prep periods from 5 to 2 weekly and use the additional 3 hours weekly for individualized instruction. This gives our students ninety (90) hours of additional annual instruction.

Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school.

Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school.

Thurgood Marshall's School Improvement Team, consisting of Sharon Lee, Principal and Ricky Jones, Academic Engagement Administrator; Teachers: Rae Hawkins, Tanisha Johnson, Dorothy Wilson; Krystal Bolar, YoLanda Portis, Ruby Olden, Dominique Bowlson, Kimberly Dean, Counselor, Rosemary West-Bowlson, Instructional Specialist; researched competencies and requirement for effective teachers and administrators. The committee used the State of Michigan competencies for the guidelines adopted competencies to measure the effectiveness of the principal and staff and developed the following criteria:

1. Demonstrating student achievement in the four Core areas assessed by the MEAP
2. Improving and increasing parent involvement and participation
3. Demonstrating competencies mandated by the State of Michigan Department of Education
4. Addressing the above the areas via team-leadership evaluation, based on an initial diagnostic review and goal setting exercise, an interim progress evaluation, and corrective steps.

5. In addition to the above evaluation process, Thurgood Marshall's School Improvement Team incorporates:

<https://mischooldata.org/DistrictSchoolProfiles/StaffingInformation/EducatorEffectiveness/Ratings.aspx> as a resource for the teacher evaluation and support. Teacher Evaluation is a yearlong opportunity for teachers to develop, refine, rejuvenate and reflect upon their teaching practice in: pedagogical skills, student growth, classroom management, relevant special training, and education responsibilities.

The following information will help the evaluator and the teacher successfully implement the Teacher Evaluation process.

Our leadership team developed and in-serviced our teachers regarding the Evaluation process. This Evaluation process includes a breakdown of the Detroit Educator Evaluation Process Manual. Each teacher is requested to complete a Professional Learning Plan or input documentation into their individual Teaching Portfolio's. These Professional Learning Plans are goals that each teacher will retain by the end of each school year. These will be access the teacher evaluation rubric, manual, and all forms via Learning Village. The timeline will be between September and November, all teachers receive an initial observation conducted by the principal or their designee (DFT members are not able to conduct observations). All administrators participate in inter-rater reliability training and coaching. The observer can use the Observation PD 360 electronic template, which will allow them to send their feedback via email and PD 360 through the focus lab. Observer/Administrator schedules a post-observation meeting with the teacher to complete a review of the observation, personal learning plan, evaluation materials and rubric, list of possible assessments to use as measures of tracking student growth, and teachers should select a minimum of two data sources to use at the end of the year to indicate student growth.

Value added instruction and differentiated instruction is emphasized in our teacher evaluations. Teachers are required to show data indicating student growth. Data may include pre-test and post-tests; DIBELS (K-2), BURST, Accelerated Reading and/or Math, Individualized Student Portfolios, Student Writing Portfolios and MAP scores for grade 6th and 7th.

Additional timelines are listed below:

November through April, teachers are provided with support and assistance to help them provide the best practices in instruction. Administrators can recommend struggling teachers for additional support by submitting the Request for Assistance and Support Form to their Assistant Superintendent. Administrators can also recommend PD 360 videos to support professional growth and conduct additional classroom walkthroughs and/or observations as needed/desired. A formal mid-year observation must be conducted for struggling teachers

and new teachers. All teachers are encouraged to continue implementing their PLP's, collecting artifacts and documentation to support each core element for their end of the year evaluations.

Beginning in April, the Principal, or if warranted designated Administrator, begins conducting the end-of-year observation utilizing the End of Year Teacher Evaluation form. The Principal, or if warranted designated Administrator conducts a conference with each teacher to determine an element summary score based on the artifacts, data, and documentation collected or provided by the teacher as evidence for each core element. The Principal, or if warranted designated Administrator, then completes the annual rating form to determine and record effectiveness labeled on the peer rating scale. By the end of the school year, attendance, discipline information, contributions and accomplishments for each teacher will reviewed and formally assessed.

Throughout the year, the long term outcomes are identified with the expectation the teacher will address, collect artifacts and documentation of their professional growth, and fine tune their professional learning plans. Teachers are in-serviced on teacher evaluation process and given opportunity to discuss and reflect during staff and grade-level meetings.

Time-line for the development of the administrator evaluation:

February, 2013 - Detroit Public Schools will align current DPS administrator evaluation tool to domains mandated by MDE and developed by our internal team.

February 2013 to April 2013 - DPS will develop a rubric for all domains of the evaluation tool utilizing the evaluation scale mandated by MDE.

May 2013 - DPS Legal Council will vet the evaluation tool for inclusion in 2013-14 school administrator contracts.

June 2013 to July 2013 - Detroit Public Schools will provide school administrators with professional development pertaining to the new evaluation tool.

August 1 - Detroit Public Schools will fully implement the administrator evaluation tool.

Specify how the school will screen all existing staff and rehire no more than 50 percent.

Our school leadership screened last year's existing staff and rehired 50% of staff via very detailed criteria. The competencies addressed and assessed include: Knowledge of subject matter, planning instruction, delivery of instruction, designing assessments for instruction, utilizing assessments in instruction, demonstrating student growth and student achievement, classroom management, professional learning and growth, maintaining accurate and timely records, and attendance. The District's Teacher Evaluation Rubric was the primary tool used. This rubric assessed the teacher's knowledge of subject and their planning and delivery of instruction. Each teacher was interviewed and ranked as highly effective, effective, minimally effective, and ineffective. Teacher effectiveness is hinged on classroom data that must be reviewed, as well as visible progress of student growth. Teacher's attendance and punctuality is also documented. Teachers were required to put together and present a portfolio at their end of the year interviews. Teachers were also scored for participating in on line webinars, seminars, and professional developments (PD 360). Only teachers who had a rating of effective or above with a score of at least seventy percent (70%) were consider for being hired. Particular attention was given in the areas of student growth and knowledge of subject area. Principal Lee determined who she felt would best fit the goals and objectives developed by Thurgood's team for student growth.

Teacher evaluation included the ability to function in the new governance model, ability to help increase parental involvement, past history of engaging parents and parental participation, attendance, past demonstration of student growth, classroom management, technology competency and previous use of technology in the classroom, past and current professional development and teacher competence regarding best practices, review of teacher previous work and teamsmanship, and previous student growth in the four core academic areas.

Teachers were interviewed by Committee of Principal, ELA Coach, and Math Coach. The principal had the final decision after conferring with

the other team members. Over fifty candidates were interviewed for 12 positions between May 2011 and September 2011. References were contacted and the previous principal was consulted regarding the teacher's strengths and weaknesses. The newly hired staff was completed September 2011.

Thurgood was given flexibility in staffing. Principal Lee was given authority to replace any teacher and/or staff member within Thurgood. The displaced teachers/staff would be absorb by the district and either laid off, terminated, or reassigned to another school based on each specific teacher's past performance and assessments. New hires could come from either DPS laid off staff or new hires from outside the district. Principal Lee replaced 60% of her staff. Principal Lee actively recruited who she felt would be the best teachers/staff person for her school. Principal Lee reviewed resumes, followed up on references and curriculum vitae and interviewed potential new hires. As previously mentioned, she actively recruited two teachers who were awarded the prestigious Teacher of the Year Awards in Michigan for both Social Studies and Science.

Principal Lee's new staff includes seasoned teachers who were given at least an effective or highly effective rating on their evaluations, and a new recently graduated college educators from Michigan State University, which is amongst the top Universities for Education, math specialists, and other highly qualified educators. All the teachers, new staff and old staff, have displayed a rigor in their instruction and a willingness to grow in their craft and genuine love for teaching and their students. They are fully committed to the turnaround of Thurgood and have already proved this through their extra hours and dedication in the start of the 2011-2012 school year.

In regards to additional resources necessary, Thurgood needs additional SSAs so that they can work with Tier 3 students on a regular basis throughout all grade levels (explained in detail in question 9). The cost of an additional SSA is \$30,000 per school year, and they would be immediately allocated into a schedule where Tier 3 students are given tutoring to meet their needs so that in the long term, the outcome will be a smaller achievement gap between Tier 3 and Tier 1 students across all grades. The evidence that the SSA(s) are implementing the Response to Intervention strategies will be identified through the BURST and DIBELS progress monitoring test scores, which will be implemented to drive differentiated instruction throughout the grade levels.

See Attachments: Interview Questions, Teacher Rubric, and Teacher Evaluation

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

When the new hiring process began to replace at least 50% of Thurgood's staff, the district recruited newly graduated educators from Michigan State University's rigorous five-year program who completed a yearlong internship in a Detroit Public School classroom. They provided new hires with incentives for staying with the district, such as grade choice, paid new hire professional development opportunities and job placement security beginning in July. In an effort to retain new hires and highly qualified educators, Ms. Lee recruited two additional teachers to be placed at Thurgood, which reduced class sizes in overcrowded classrooms and gave teachers the chance to optimize individualized instruction. Many class sizes at Thurgood are now not only competitive, but smaller than many high performing schools across the state. This is very alluring to educators because they can work much more closely with students on their individualized learning plans and make more achievement gains with more time spent with each child.

Beginning last May, the recruitment and retention opportunities began, and the indicators discussed below will be continued throughout the 2014-2015 school year to maintain the highest qualified educators at Thurgood during and after the turnaround process. Looking at the long term timeline, the outcome of recruiting and retaining highly effective teachers will be indicated by a decrease in Thurgood student's achievement gap and an increase in test scores, specifically in the four core subject areas, as addressed in the "big ideas." These scores, beginning with the October 2012 benchmark MEAP and continuing through the October 2015 MEAP and beyond, will serve as evidence of

highly qualified, effective educators remaining at Thurgood and following through with the turnaround plan.

Within the school setting, there are several opportunities for teachers to advance their career goals within the school community. Teachers and Lead Teachers in each content area can participate or become the coordinator of a committee, such as the School Improvement Plan, School-Wide Student Events, Field Trips, and Data Research Committees. Teachers can also plan and promote programs with LSCO and with local businesses. Teachers have the opportunity to present a mini lesson to the staff, followed by staff assessment. These formative assessments allow teachers the ability to enhance lessons with an emphasis on technology and differentiated instruction using resources from professional development conferences and trainings sponsored by the district. Teachers are awarded flexible working hours to attend training, seminars, and give presentations. New hires are mentored and given ongoing support via professional development and mentoring. Teachers are recruited and retained by feeling valued as a part of our family i.e. learning community. Staff celebrates and comforts one another through life's gifts, graces and challenges, truly making Thurgood a positive, professionally stimulating place to work.

The District, in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

One critical way to retain highly effective teachers is to allow them the opportunity for high quality professional development. In order to provide this, Thurgood needs an additional \$5,000.00 to send the highest effective teachers to out-of-state and in-state professional development workshops and training programs. These opportunities can not only serve as a way to retain highly effective teachers, but also motivate staff to earn this funding and choose a high quality professional development program that suites their professional needs. This would have a great long term outcome because staff would work hard to "win" the opportunity to be sent to a workshop that interests them, and would also help increase effectiveness and student scores.

The personnel that are key players for these objectives include EMF Jack Martin who will provide the financial resources to implement this plan. Superintendent Karen Ridgeway will design the plan to retain staff on a district level. Vicki Gail, Executive Director of Human Resources, will correlate with the principals to develop a plan to recruit at schools with a positive school environment.

The timeline for this project began in March 2013 when college graduates begin to interview for jobs. In April, 2013, applications will be reviewed and evaluated. Observations of current teachers will be reviewed and evaluated to determine inventives. In May 2013, contracts are awarded and in June 2013 incentives are given to retain staff. The timeline will begin again in January 2014 and continue through June 2015.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Thurgood will extend data's reach as we move deeper into the Data Use Cycle to close the achievement gaps by assessing policies, practices, programs, interventions, and school culture. Training for use of the Data Use Cycle will begin in years 1 and 2. Throughout the school year, teachers will attend conferences, workshops, and inservices on best practices that will allow students multiple means to access the content and demonstrate learning by using the theory of Multiple Intelligences (MI), Madeline Hunter instruction model, Formulate assessment, data decision making, checking for understanding, understanding the culture of poverty, differentiated instruction, scaffolding, team teaching and Universal Design in Learning (UDL.) Teachers will develop and implement activities such as Literacy Learning Centers (Debbie Diller), Leveled Literacy Intervention (Fountas and Pinnell), Differentiated Instruction and Assessment (William Bender), and Literature Circles. Teachers will also be provided Professional Development in Brain-Based Learning Strategies and Direct Interactive Instruction to promote academic success for all learners and Michigan's Common Core Curriculum. Professional Development has been designed based on both a Teacher and Student Survey. The surveys indicated that teachers want to be at mastery level and the students need for them to be at mastery level. Thurgood is proud to announce that the following two teachers were named Teachers of the year: Krystal Bolar, Science Teacher 2012 and Yolanda Portis, Social Studies Teacher 2013. These two teachers will also provide professional development in their content areas to the staff during staff meetings.

Job-Embedded Professional Development

Throughout the school year, teachers receive Professional Development one Wednesday per month during the staff meeting in topics related to data, inclusive education practices and will indicate in their weekly lesson plans (to be reviewed by the principal) how they differentiate instruction as a way to recognize and act responsively to students' varying background knowledge, readiness, language, preferences in learning, and interests. In addition, staff will meet during pre-arranged grade level meetings to have data conversations, read and discuss professional texts related to differentiated learning and classroom instruction that works for at-risk sub groups and all students. Teachers will be trained in best practices that support student's diverse learning needs and "make bridges" across difficult content by incorporating instruction that utilizes and addresses the multiple intelligences and learning styles of their individual students. Through creating educational experiences based on natural talents and gifts, teachers are more likely to increase opportunities whereby students can become actively engaged in learning experiences that are pleasurable, heightened or magnified. Such experiences can be highly motivational and very pleasurable for students.

PD 360

Throughout the school year, teachers will access PD 360 online. PD 360 was created to address the challenge of personalized professional development for individual teachers. One of the benefits of an on-demand tool like PD 360 is that teachers can access the videos they need to watch at any time of the day. This frees up valuable school time for other vital activities. To fully take advantage of PD 360s on demand qualities, administrators can encourage teachers to access needed videos on their own time, and use on-site time for professional conversations around the topics they are studying, and define specific challenges in their own practice and search PD 360 for answers. Michigan Online Professional Learning Program (MOPLS) Module for English Language Arts (ELA).

Throughout the school year, teachers will have access to MOPLS online after an initial in-service. The Bureau of Assessment and Accountability (BAA) has launched an online Professional Learning Program for educators. This web-based user-driven ELA Program provides critical information on the Common Core State Standards (CCSS) in ELA, with additional in depth information provided on informational reading, informational writing and vocabulary. MOPLS ELA includes many valuable CCSS - aligned instructional examples

developed by Michigan educators as well as a comprehensive resources section. Additionally, MOPLS ELA includes important information on balanced assessments (formative, interim, and summative), including information on the SMARTER Balanced Assessment Consortium.

Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent.

Survey was taken regarding teacher attitudes and beliefs for school management. 93% of the teachers indicated a desire to have collaborative school management. 97% of the teacher indicated the building principal has the greatest influence regarding management style. 100% of the teacher felt burdened with unreasonable directives from central office. 100% of the teachers felt best qualified to assess and institute best practices and interventions for their students. After discussing the teachers' survey, three teachers volunteered to present a learning session for collaborative school management. Two weeks following the teacher led presentation and staff and parents approved our new school governance proposal for our shared leadership model. This rapid implementation of the school governance model facilitated Rapid turnaround.

Appropriate indicators of successful implementation include: Virtually all teachers involved in school decision making and assessment, Team task aligned with the Big Idea of the school, Teacher initiation of inquiry, contributions, and exploration, Teachers exercising democratic choice, respectful dialogue between staff members i.e. teacher to teacher, administrator to teacher, teacher to parent, positive school climate, etc.

This Management model began October 2012 with monthly meeting during school year. Ongoing assessment may occur throughout the monthly meeting. The board will have annual elections every October from 2012 through 2015.

Our accountability structure consists of our Principal, who reports to the Assistant Superintendent for turnaround schools, who reports to Superintendent of Academics, who reports to Superintendent of Schools. The Principal has an Academic Engagement Administrator and an Instructional Specialist to support Thurgood's efforts in ensuring high quality assessment, accountability, teacher preparation and support, and ensuring ongoing and verifiable student academic achievement is taking place. Collaborative governance is our "reform" process and our "reform" form of governance in which stakeholders (administration, support staff, teachers, parents/guardians, community leaders) representing different interests are collectively empowered to make a policy decision or make recommendations to the principal who will not substantially change consensus recommendations from the group. We believe it is not enough for stakeholders to be willing to democratically control schools. We believe our collaborative culture must be cultivated by creating the community, the collective, the consensual, the consultative, and implementing a structure in which facilitates and supports are collaborative commitment. Our leadership plan begins with student achievement at the core of all data driven decisions. From that focus, we develop our School Improvement Plan, and Reform Redesign, which is the ethos of our learning community. Supporting, assessing, and guiding our Learning Community are our Shared Leadership Teams consisting of a data team, grade level teams, technology team, discipline/attendance/security team, co-curricular/school climate team, psycho-social team, and parent and community team: Data Team, Grade Level Teams, Technology Team, Discipline Attendance and Security Team, Co-Curricular/School Climate Team, Psycho-Social Team, Parent and Community Team. Each team is made of both staff and community stakeholders.

The principal is the de facto member of every team. Teams meet monthly to assess and make recommendations for ongoing student improvement. Each team has their area of focus for leadership and expertise. Each team chooses a representative to participate on the leadership team. The total leadership team consists of the five team representatives, principal, academic engagement administrator and two additional stakeholders chosen by the principal. This leadership team shall help form the school's direction and determine internal policy and procedures, disciplinary rules, and ongoing assessments and revisions. The leadership team will help promote a mutual responsibility and consensus building. Long term, these teams will remain in place through the turnaround process, which extends to the 2015-2016 school year. Having longevity with each team and its members from year to year will allow for a more consistent experience and outcome. For example, the Parent and Community Team will retain its members and work to expand throughout the turnaround process. Having the same team members will allow for consistent team experience and will result in increased parental involvement, which will be indicated by parent

meeting attendance and overall increase in student test scores. Parents will form bonds with these team members, and by keeping them run by the same teams, the accountability from parents will increase year to year. Please see #2 for detailed description of operational funding, extended instructional time per week, and extended year details.

Detail how the use of data will identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

We use the following data to identify our student's strengths and deficits; MEAP results, Accelerated Reading, Math, Star Reading, Math, BURST, and DIBELS. Measures of Academic Progress (MAP) assessments are adaptive achievement tests in Mathematics, Reading, Language Usage, and Science taken on a computer. We chose to use research proven models because they are consistent with what DPS has in place and provide a concise way to track student growth across grade levels. We have data-driven teacher discussions and student assessments in each class for each child. Thurgood is creating a new mechanism that ensures what every student needs to know and do to be academically successful. Every student throughout the building will have an individualized learning plan to help pinpoint their strengths, weaknesses and align our students' performance with state and national expectations. Our student learning plans will be amended on an ongoing basis from existing student data systems, test scores, rigor of coursework, attendance rates, promotion rates, and rates of participation in co-curricular activities. The homeroom teacher collaborates with each student and develops an individual learning plan within the first eight weeks of instruction. The student learning plan is assessed, reviewed, and amended quarterly with teacher and student. This collaboration process began September 2012 through June 2013. Long term, the process repeats every school year through 2016. We will spend considerable time training staff in the first year to ensure solid understanding of how to implement this plan. Indicators of the success of the strategy includes: evidence of student contribution to their development plan, plan aligned with expected instructional outcomes, well designed formative assessment, student engagement with their learning and assessment, student performance data documented, reviewed, and published, classroom interactions among the teacher and individual students are highly respectful and productive. Test scores identify "bubble kids" or students whose current levels of achievement place them near the state's cutoff for proficiency in reading and mathematics. To identify the extreme lower achieving students to offer remediation is the expectation of narrowing the gap between high and lower performing student groups. We will do this by having those extreme lower achieving students spend one hour per day with an SSA aide on repetition of skills they are weak in. The timeline for implementing these Individualized Learning Plans began in September and will continue until June. Another use intended to make test scores more informative for decision making is value-added instruction model. This model takes in account the students' prior achievement in assessing the contributions of school and/or teachers toward the growth in student achievement. The staff relies on other data sources for even more continuous information about student performance, such as classroom tests, assignments, and homework. Our school staff primarily uses our MEAP test scores to set our improvement goals, targets areas for improvement, and focused instructional strategies. The goal for our staff is to demonstrate a higher level of awareness about the content of the SIP and what we are doing to implement it. In the long term, we would like to see at least one school year worth of achievement growth for each and every student at Thurgood. This will be determined based on the student's data in their Individualized Learning Plan. One year's growth will shorten our achievement gap and indicate that students are successfully learning and on the right path to ultimately be promoted onto high school and college. In the short term, teachers will closely progress monitor every student and intervene when a student is not achieving where they should be to result in one year of growth by the end of the year. An appropriate indicator of student growth will be a 5% increase on their DIBELS progress monitor assessments, which are given every other week to every student. Furthermore, the district has provided Thurgood with additional support that has been allocated around the school on a tight schedule to make sure critically low students receive one-on-one instruction from either a teacher or instructional aide (SSA) in an effort to increase their learning. Thurgood is also working closely with Volunteer Reading Corps, who come in everyday and pull students to boost their reading skills. There are parent volunteers of both staff and students that come in and sit with critically low students and work directly on increasing their skills. Thurgood has shifted from a 9 period day to an 8 period school day, which allows for increased time in the core curriculum areas. There is no longer a short day on Fridays, which adds an extra class period per week, which teachers use to review and reinforce the core curriculum content area

material. Classroom teachers will monitor individual student progress and make decisions regarding individual student needs and appropriate interventions and correctives. Staff will collaborate, plan, implement, make correctives and assess their strategies on an ongoing regular basis. Student psycho-social support supports our big idea for student achievement. Research indicates a well-balanced student facilitates and supports student achievement. Some activities include having students focus with the 'end' in mind and set goals for their future; have a weekly character education trait to focus on. With additional funding, Thurgood hired a full time counselor on staff. This added staff member has decreased the disruption/distraction to the class and offer immediate feedback to the child so that classroom participation can continue and active, engaged learning can take place. The additional funding necessary to provide this service is around \$100,000 allocated of hiring our counselor.

Imagine IT! is the new reading curriculum adopted by the district that aligns itself more closely with the Common Core Standards and is embedded with more complex texts. It is the direction in which the disaggregated data has shifted primarily with the Smarter Balanced standardized tests. All forms of data (i.e. MEAP, MAP, Accelerated Reading, Accelerated Math, DIBELS, ILC - Instructional Learning Cycles, Pre/Post tests-Science and Social Studies, classroom assessments and teacher's grades results) will prove the success of the implementation of the instructional program. Individual staff members, the instructional and support staff as a group will review and analyze the data for strengths and for areas of needed improvement to analyze the effectiveness of the newly adopted reading program. Thurgood Marshall will include the common core standards at every grade level in all the content areas in lesson preparations and instructional development. The MAP, a District-wide common assessment instructional program that is research based and aligned to the state standards, will be administered three times a year. The MAP will enable staff to diagnose, monitor and increase student achievement by the use of data. The staff will conduct differentiated lessons to meet the varying levels of learning presented in the classroom. PLC's will be conducted around the concept of improving, implementing and creating additional instructional programs to improve student achievement.

During the school year of 2011, Thurgood Marshall incorporated various challenges as it related to low student performance. According to our 2011-2012 Kindergarten DIBELS scores, a high number of students were not enrolled in a Pre-K program. As a result of this data, a majority of those students are not currently reading and computing math at current grade level. In addition, those same students, who are Grade 2 had a significant number for enrollment, causing the maximum of class size reduction to increase. Currently, an additional second grade teacher has been hired to fulfill class size reduction, along with providing high rigor instruction. In addition, because a high number of students did not attend Kindergarten, Reading Recovery Program has been adopted to target those top 10% of low performing students in first grade. This program allows the Reading Recovery Specialist to provide intense intervention, in a one-on-one setting, to promote reading and phonics awareness.

In the content areas of Math, Science and Social Studies, there has been a trend that students are not performing proficiently on the standardized MEAP test, along with Accelerated Math and Reading. Transient families, social economic issues, lack of academic manipulatives and resources and limited teacher planning preparatory hours have contributed to low performance. Students in grades 3-5 set the tone for the highest number of absenteeism in the building. To address this issue, currently and on-going, teachers are contacting parents, via by phone, email, or mail concerning their students' whereabouts. Attendance agents employed with DPS strategically notify parents of their students absent and provide alternative plans. Bus and Cab service has been put in place to assist those students who commute a little further from campus. The school offers three meals a day, school uniforms and enhanced field trips. Furthermore, increased rigor has been added to all academics, the culture and climate of the school has been

In the area of instruction, teachers are provided with several opportunities to attend district-wide workshops. Professional development sessions are being offered and provided during the regular school day, after school, and on Saturdays. PLCs (Professional Learning Communities) sessions are conducted monthly, in content area subjects to collaborate and discuss strategies for student achievement. A newly adopted reading series, Imagine It! and math series, Envision, have been established for grades K-6.

Thurgood Marshall's teachers and administration have strategically implemented school-wide instructional programs that specifically enhance

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teaching and learning strategies. Past and present student DIBELS (K-2), MEAP (3-7) and MAP (K-7) scores have translated into an IDP (individualized development plan) for all scores. Teachers have compiled test results and developed an academic plan, structured and centered to meet the students' ability level. This plan will include whole-group, mini-groups and differentiated instruction. A number of other programs are established throughout the building that are research-based and are aligned from one grade to the next. These programs are DEAR (Drop Everything And Read), Guided Reading, Accelerated Math and Reading, Differentiated Instruction, Reading Recovery, After-school tutorial, Student Focus Groups, District-Wide Academic Pacing Charts, State of Michigan-Common Core Strands, use of Technology, Word of the Day, Writing Across the Curriculum, BURST reading groups and Science/Social Studies projects.

Thurgood Marshall has embraced several new programs to our educational platform. Our new reading component, Imagine It! for grades K-6 has taken an approach to involve more in depth-critical thinking skills. Prentice Hall gears our 7th graders to rationalize and reason with characters involved in the selections. Students take on an approach to open-ended questions, including Bloom's Taxonomy strategies. RLAC (Reading and Language Arts Centers) is focused in grade 7th. RLAC is a phonics awareness program which emphasizes whole language. In this program, students are engaged with learning and understanding Greek and Latin roots. MONDO (K-3) is a program focused on Oral Language Assessment. Envision is a newly adopted Math series, geared towards higher order thinking skills, with explanation of knowledge. All of these programs have been established to improve student achievement and college readiness.

Weekly, teachers collaborate in content area subjects to discuss and strategize inventive methods in enhance student instruction. School Improvement Team, Leadership Instruction Team, Special Education Team meet to discuss various workshops and professional developments that have embraced teacher instruction. In addition to the weekly collaboration, teachers review and complete questions on PD360-an educational program geared to assist teachers with the instructional delivery of their lessons. Monthly, grade level meetings are conducted to form a discussion for cross-curriculum instruction. Data Review Team members meet to disaggregate data and tests, which are given during that time period. After data has been reviewed, findings are discussed with administrative and instructional staff. Those results, in turn, allow teachers to update their students' IDP (Individual Development Plan) and upgrade their teaching instruction.

In content areas of Science and Social Studies, Thurgood Marshall has hired two Title I instructors to facilitate struggling and challenging academic students. Both teachers will serve as additional support staff to team of teachers. To continue the educational process of our students, teacher resources such as materials to conduct hands-on experiments, teacher and student workbooks, use of Technology will serve as an aide to conduct research, complete curriculum-based projects, and review multiple computer sites to build background knowledge of the content.

In order for our educational platform to flourish, Thurgood Marshall's instructional program has been vertically aligned to provide content-based instruction from Kindergarten to 7th grade. The district has mandated the use of curriculum based on current research, state standards (Common Core), and the various types of data. Our Reading program, Imagine It! is built upon practices and protocols that use research based strategies that use differentiated strategies at each grade level (K-6) to ensure that teaching and learning is taking place effectively. Prentice Hall Literature and Grammar continues to build upon the content of Imagine It! The same applies to the new Math series which is titled Envision. Its Math goals establishes a foundation in Kindergarten and builds increasingly to the 6th grade. Grade 7 focuses on the concepts of Pre-Algebra. The same vertical alignment is applicable to our Science and Social Studies curriculum ranging from Grades Kindergarten to 7th. Also, Accelerated Reading and Math programs are aligned from one grade to the next from Kindergarten to the 7th grade. More importantly, increased use of the DOK concept (depth of knowledge) is applicable within all grade levels to promote rigor and critical thinking skills.

Describe how the school will promote the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

According to the Response to Intervention (RTI) model, these are the steps that a successful RTI program should meet the educational system can effectively teach all children: early intervention is critical to preventing problems from getting out of control, the implementation of a multi-tiered service delivery model is necessary, a problem solving model should be used to make decisions between tiers, research-based interventions should be implemented to the extent possible, progress monitoring must be implemented to inform instruction, and data should drive decision making.

At Thurgood, we are striving to have an RTI model that can effectively teach all children. This will be evident in our student improvement throughout the year based on intervention strategies teachers will implement across grade levels. Teachers are practicing early intervention according to the STAR Reading, STAR Math, DIBELS(K-2), BURST, and Measures of Academic Progress (MAP) test scores. Once the students were tested at the beginning of the year, the implementation of a multi-tiered delivery model began in order to move students from Tier to Tier in attempts to boost these students' academic knowledge and close the achievement gap. Throughout this process, teachers are using Open Court intervention and core curriculum strategies, along with BURST workshop strategies to meet the needs of each student. Both of these programs consist of research-based intervention models that have been tested and proven successful. Decisions between tiers are made on a case-by-case basis with discussion between grade level teams and with parental input to make sure each student is getting the direct instruction they need at their academic level. Inviting parents to attend a host of extra-curricula activities will transform our focus of the "Whole Child".

We use the following data to identify our students' strengths and deficits; MEAP, MAP, Accelerated Reading and Math, Star Reading and Math, and BURST. From this data, we develop an Individual Learning Plan (ILP) for every student. Each student will be assessed and grouped based on their MAP DATA scores. This grouping of Differentiated Instruction will assist with the development of various strategies in the Reading, Math, and Writing Component for school year 2013-2014 to concur the following 2014-2015 school year. Adding additional focus of Science and Social Studies Contents. We have data-driven teacher discussions and student assessments in every class for every child. Every student throughout the building will have a data-based ILP to help pinpoint his or her strengths and weaknesses and align our students' performance with state and national expectations. Our ILP's will be created and amended on an ongoing basis from existing student data systems, test scores, rigor of coursework, attendance rates, promotion rates, and rates of participation in co-curricular activities (including community service.) Our IDP's will evolve from the four major areas of educational performance identified in our "Big Ideas." Another specific use of test scores is the identification of "bubble kids" or students whose current levels of achievement place them near the state's cutoff for determining proficiency in reading and mathematics, and to identify the extreme lower achieving students to offer remediation is the expectation of narrowing the gap between high and lower performing student groups. Another use intended to make test scores more informative for decision making is value-added instruction model. This model takes in account the students' prior achievement in assessing the contributions of school and/or teachers toward the growth in student achievement. The staff also relies on other data sources for even more continuous information about student performance, such as classroom tests/quizzes, assignments, class projects, use of technology. student writing and various homework assignments. Non-achievement student outcome measures are also used for decision making. Thurgood factors students' attendance, students' mobility, and promotion rates into our monitoring. Our school staff primarily uses our MEAP test scores, to set our improvement goals and targets areas for improvement and focused instructional strategies. The goal for our staff is to demonstrate a higher level of awareness about the content of the SIP and what we are doing to implement it. Additionally, for our staff to describe their plans as meaningful data driven documents that truly guide their work, while acknowledging the need to continually assess these tools, documents and strategies we implement.

Thurgood uses the following steps to promote the continuous use of individual student data:

DATA USE CYCLE IMPLEMENTATION: every teacher will be in-serviced on the Data Use Cycle, every teacher will implement the Data Use Cycle for each of their students, teachers will create an IDP based on the Data Use Cycle, ongoing dialog and staff consultation will be

shared during weekly staff meetings, our Data Team (which is part of our Governance Model) will support, assist, monitor and make specific recommendation to help teachers implement the Data Use Cycle.

DATA USE CYCLE: collect and prepare a variety of data about student learning, interpret data and develop hypotheses about how to improve student learning using best practices, implement instruction/intervention, monitoring the implementation, from the formative assessors, teachers make corrections and adjustments to the implementation. Student data will be shared with parents via: L.S.C.O. monthly meetings, monthly teacher newsletters, data board and data room for parents and teachers, parent communication via parent connect reports, and parent teacher consultation. Currently, Thurgood uses the newly adopted, Imagine It! Reading Program for whole class and small group instruction. If granted, an additional financial resource of \$50,000.00 to update and implement technology throughout every classroom, Thurgood would achieve a long term outcome of implementing technology for every child's learning to bring them up to speed with the rest of the State for technology literate students. The timeline would begin January 2013 and would extend through the 2015-2016 school year.

The effectiveness of our instructional practices and programs will be determined by critical data analysis conducted by our school level data team. Our data team will analyze achievement data, demographic data, process data and perception data when those data sets are properly aligned to instructional practices and programs. The data team will convene biweekly to analyze this data generated via observations, walk-thrus, lesson plans and pre- and post- tests and engage in data conversations using (Lipton and Wellmon, Data Dialogue Discussions). Determinations will be made as to which instructional practices are working and which ones are not working. Through the data team meetings and data conversations, data findings will be shared at our weekly staff meetings and within the specific grade level committees and PLCs (professional learning communities) configurations.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers?

The timeline for increasing learning time for students began in September 2012, continues through July 2013, and into the following school years.

To increase learning time for our students, Thurgood has established a myriad of programs for all of our students, including extended day program/tutoring, summer school, using one elective period (i.e. gym) weekly for math, science, and higher level problem solving projects, and doubling Math and English/ Reading instructional time. These projects have added 300 hours to instructional time. In addition, Thurgood is implementing an extended year program for this school year to begin June 2013 and conclude July 2013, which will add 20 days (140 hours) of additional instructional time for all students at all levels. Thurgood has allocated its entire staff to work towards this additional instructional time.

Thurgood will need an additional \$25,000 in funding resources to be allocated to continuing and increasing afterschool tutoring programs to increase critical meaningful instructional time for Tier 3 students that need the extra help the most. Our long term goals for extended day programs are to have a decrease in the achievement gap by the extended year's completion, July 2013. It would continue to show a decrease in the achievement gap and an increase in overall scores for all students through the 2014-15 and 2015-16 school year.

Thurgood has committed its staff to creating and maintaining Individualized Learning Plans for all students, based on testing assessments specific to each grade level. This strategy creates a more efficient program that builds on the districts 2012 academic blueprint to provide data-based Individualized Learning Plans for all students, and to give students the necessary skills they need to become proficient in all subject areas. The additional 140 hours of extended year program will help in adding this additional instruction.

21st Century Community Learning Centers Program: A focus on academic enrichment opportunities will be offered to K-8 students to enhance academic standards in all subject areas. Program activities are related to youth development, drug and violence prevention, technology, art, music, recreation, counseling, and character education.

Increase in instructional time: Extended Day Strictly Academics offers an additional 300 hours for targeted students per year; Extended Day 21st Century offers 300 hours of extra time (all students eligible); 185 hours of weekly project learning for all students; Extended Year Program offers 140 additional hours for all students.

In regard to classroom instructional time being used effectively, our principal will monitor timely start of instruction, speedy transitions, and appropriate end time in class on quarterly walkthroughs and observations. Walkthroughs will be done per month by administrator per teacher, and will monitor effective use of instructional time and best practices.

To provide additional learning, the teaching staff has committed itself to increasing its collaboration time and creating a collaborative school environment through professional learning communities. To obtain this goal, the staff has 2 hour staff meetings, meeting biweekly with grade levels, and biweekly as an entire staff. These meetings allow teachers to look at data use cycles, individualized learning plans, researching best practices, accommodating and scaffolding instruction as part of differentiating instruction. In addition, many staff have working lunches and work collaboratively on lesson planning, differentiation, and parent communications (including homework).

To make learning more targeted and enriched for Pre-k and kindergarten students, the teachers in those grade levels have worked collaboratively within their grade level and adjusted learning groupings to better reach the needed instructional areas. In PreK, in response to observations, assessments, and parental input, the teachers created homogenous groupings, so that students that need more help can get more in-depth instruction, and the students that have grasped the concepts can be moved on in their learning. In Kindergarten, the teachers assessed their students using Burst and DIBELS(K-2) in September, and placed the students into two learning groups for ELA instruction, where the students switch classes as necessary for 1 hour each day, with the lower group going with one teacher, and the higher group

going with the other teacher. This allows the teachers to give more in-depth instruction to the students, geared towards their level of instruction, so the struggling students get more help, and the successful students can move on in their learning. Parents in both grades have been involved in this process through newsletters, home-connections, homework, and classroom invitations. This grouping in Pre-k and kindergarten has enriched one hour of learning each school day.

Detail how the school will provide appropriate social, emotional and community services that support students.

Eighty-seven percent (87%) of students surveyed indicated they were contending or had contended within the past six months a significant social, emotional, and/or mental health challenges i.e. death of family member, community safety issues, crime, peer pressure, fights, family issues, etc.

In addition, many children engage in inappropriate behaviors that educators must address to provide high quality instruction. For schools to be successful, Thurgood Marshall will target some behaviors to increase and some to reduce. We know that schools that create socially and emotionally sound learning and working environments. These environments will help students and staff develop greater social and emotional competence, in turn help ensure positive short- and long-term academic and personal outcomes for students, and higher levels of teaching and work satisfaction for staff. It also decreases a student's levels of emotional distress and conduct problems.

According to the Collaborative for Social and Emotional Learning (CASEL), social and emotional learning (SEL) programs delivered in schools can do the following:

1. Improve social and emotional skills
2. Decrease disciplinary actions
3. Increase academic achievement, including test scores and GPAs
4. Foster school bonding
5. Increase positive social behavior

Children and youth face a number of risks to their behavioral, social, and emotional health. Poverty, substance abuse, developmental delays, mental health and behavioral issues, violence, racism, and overexposure to harmful media messages can all place a burden on a young person's healthy development. Increasingly, Thurgood Marshall understands the need to provide supports to students to help them succeed socially, emotionally, and academically.

Long terms goals and benefits

The benefits of social and emotional learning increases the students: social-emotional skills, improves the students attitude about self, others and the school. Increases positive classroom behavior and increases achievement on standardized test by 11 percentile points. Goal also include decreasing conduct problems, aggressive behavior and emotional distress while providing a nurturing, socially and emotionally sound working environment for staff and students. To help accomplish our goals, Thurgood Marshall has added a full time counselor/social worker on staff. Having a full time counselor/social worker has required an additional \$100,000 in funding.

Thurgood Marshall will implement programs and take educational field trips that address some high priority needs of our students. These programs/field trips will be both comprehensive and narrowly focused programs, such as self esteem, grief and anti-violence programs. Some of the programs will be all inclusive and others will have target/focus groups. These programs will be combined with character education in all grades and classes. Thurgood Marshall will seek assistance from Wayne Resa, the District, and the State of Michigan and outside agencies for assistance/partnerships. Outside agencies that will be contacted for partnerships will include: The CASEL (Collaborative for Social, Academic, and Emotional Learning) organization. The Boy Scouts, the Girl Scouts, the Boys and Girls Club, Procter and Gamble, etc. Thurgood Marshall will also contact local mental health providers can help coordinate the services. Thurgood Marshall will initiate

Reform Redesign Report

Marshall, Thurgood Elementary School

male/female mentoring and responsibility programs. These programs are for conflict resolution and social etiquette. Playworks teaches children to resolve their own conflicts that arise at recess and carry over to the classroom, improving school climate both on and off the playground. Playworks goal is transform recess into a safe, fun and inclusive time that gets students active and engaged so they can return to the classroom focused and ready to learn.

STAFF

Using the resources from the District and through professional development, all staff (teachers, administration, SSA and support staff) will work together to develop greater social and emotional competence which will allow staff to identify students and provide or refer students for necessary services. Professional development programs that will aid staff in modeling and teaching 5 core areas: self-awareness, regulating emotions, being socially aware, having good relationships and responsible decision-making skills.

TIMELINE

Weekly: September 2012-July 2015

Staff meetings

Monthly:

Staff grade-level meetings; Content-Area meetings; LSCO meetings; Field trips; Student of the Month; Character Traits; and Progress Reports

Quarterly:

Computerized Math & Reading Assessments, Honor Roll Assembly

January 2013 -July 2015

Increase Social Services hours to students. Additional counseling/social work hours, OT, PT, MT and speech therapy.

February 2013-July 2015

Monthly field trips to focus on eliminating emotional distress and aggressive behaviors which will promote academic and social success.

ALLOCATIONS

\$100,000 Full time counselor/social worker

\$26,000 Playworks

\$5,000 male/female responsibility programs

If approved GED course for parents

RAPID CONSIDERATIONS

Decrease disciplinary actions via Improve social and emotional skills. A decrease in disciplinary actions/suspensions will decrease the number of days the student is absent from school. Increasing social and emotional skills increase their success inside the classroom and outside the classroom.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<p>Our belief that all students in Detroit Public Schools can achieve at a high level drives every action that we take as the adults responsible for their success. We recognize that in order to make Detroit Public Schools excellent, we must all understand our common goal, continuously and objectively assess our progress as individuals and teams and then take strategic steps to improve. Our new Teacher Evaluation and Professional Development System put Detroit on a path to accomplish the ambitious goals we have set for the district, its employees, and most importantly our students.</p> <p><u>Attachment:</u></p>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	<p>The professional development calendar reflects the four core areas, which is part of our Big Idea that we will be focusing on through the 2015-2016 school year.</p> <p>In addition, teachers have reviewed the DPS PD Offerings document and have each selected one professional development per core subject area (four total) to attend by June 2013.</p> <p><u>Attachment:</u></p>

<p>Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)</p>	<p>Yes</p>	<p>Students have Project Based Learning eighth period on every Friday. Also, the electives have been reduced from five hours to two hours weekly in order to increase instruction in Math and ELA and allow for increased differentiated instruction time.</p> <p>Thurgood Marshall is implementing an extended year for an additional four weeks through July 12, 2013. This will continue through the 2015-2016 school year. A copy of the daily schedule is attached, and will continue throughout the rest of this school year, including the extended full day, full four weeks. <u>Attachment:</u></p>
<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	<p>Yes</p>	<p>Students have Project Based Learning experiences for one hour every Friday, Project learning include items such as Science projects, Math projects, Chess, Hands on activities, Art, Music, Play production, etc.</p> <p>Students go on monthly field trips into the community. Vendors come into the building on a daily basis through the 21st Century program, and the community members come weekly to provide enrichment opportunities, which include art, music, dance, cooking, and character development. Beginning January, Marshall will have Play Works which will provide sports and conflict resolution. <u>Attachment:</u></p>

<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	<p>Yes</p>	<p>Teachers are given bi-weekly two hour grade level meetings as a chance to collaborate, in addition to weekly lunch meetings. Teachers partake in various committees that contribute a major part of the governance body of Thurgood Marshall. Additionally, teachers do monthly peer reviews of each other in order to increase best practices in their classrooms. Quarterly, teachers have meetings on a Saturday to provide a workshop and collaborate on other issues pertaining to their specific needs. <u>Attachment:</u></p>
<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	<p>The rubric upon which all evaluations are based on sets clear, rigorous expectations across multiple levels, and contains recommendations for professional development in cases where teachers might demonstrate needed growth in a particular competency. All teachers will receive regular feedback, and teachers who demonstrate below average development will receive feedback more often and have the opportunity to engage in meaningful one-on-one and small group professional development. <u>Attachment:</u></p>